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HE child comes before the teacher with certain instincts placed in him by the great Creator. These instincts are usually generous; he is impulsive and often indiscreet, but that does not warrant the destruction of those instincts; they need regulation, not suppression. The child's instincts are his inheritance from his Creator; the teacher and parent must look on them as the gift of the All-wise. A child gives away his dinner and then cries for hunger. Such a generous act would be applauded in Howard, or Pestalozzi. Teach the child to be generous wisely; not to be generous not at all. This is true of all teaching. Guide the implanted forces; explain to the child that certain acts are not wise, not that they are wrong.

The steady advance of the study of psychology in normal schools, summer schools, and training schools is a feature well worth noting. Where it was first undertaken there were those who decided it was an "educational fad" that would have its day and then disappear as others have done. It was said that "a girl could teach arithmetic just as well without psychology, and it would be a better use of her time to study algebra or geometry." But the same argument had been made in turn against these studies—as having no bearing on primary teaching. This steady persistence in the study of psychology is a phenomenon well worth noting.

In Supt. Draper's report on the schools of New York state, for 1890, it appears that about 6,000 persons applied for certificates to teach and failed to get them. A great many points are suggested by this statement. One is that a debt of gratitude is due to Mr. Draper for having devised plans whereby these 6,000 are not depressing the work and wages of the 12,000 who were found qualified.

But it would seem that a better thing would be to require all who want to teach to undergo a training for this purpose. At this time in the nineteenth century none but trained teachers should be allowed in the school-room. This would require the "training classes" in New York state to become "county normal training schools"; it is a step much needed at this time. Over these schools a capable normal graduate should be placed; and thus the value of the normal schools to the state would be enormously increased.

Tolstoi has used the terrible famine in Russia to preach the doctrine of Love, which he preaches at all times.

The remarkable thing is that it is usually preached by clergymen; here a novelist makes it his constant theme. Would that every teacher had the spirit shown by a Tolstoi when he says:

"I think one cannot suddenly turn to good works because there is a famine; for doing good is a thing of yesterday and the day before, to-morrow, and the day after, famine or no famine. There is but one remedy against famine. It is necessary that men should give themselves, as far as possible, to good works at all times. The good work does not consist in giving bread to him that hungers, but in loving the hungry and assisting them. It is more important to love than to give bread, for one may give bread without loving, but one may not love without giving bread. To your question: 'What shall be done?' I reply, 'Let the spirit of love for one another be born in the heart of men, not love because of famine, but love above all and at all times.'"

While our own country is blessed with peace and prosperity, there are some lands that are not so well off. Russia is one of these. The number of people in that great empire who are suffering from want, if not from actual starvation, on account of the failure of the crops, is estimated at thirty-two millions. The government has been very lax in carrying out relief measures, and those that have been attempted have to a large extent failed, on account of the dishonesty of officials. With a severe winter ahead of them and the food supply scarce, the prospect for many of the Russian peasants is a gloomy one. During the winter the newspapers will have much to say about Russia, and readers will do well to look for paragraphs concerning the famine, comparing the relief measures there with those taken in such cases in more western lands.

Another country that has attracted considerable attention lately is Chile. Scarcely was the civil war over before the provisional government got into trouble with the United States over an unprovoked attack on some American sailors. The question involves some nice points of international law. The dispute will probably be amicably settled. Brazil has also become prominent again by reason of disturbances there. Marshal Deodoro da Fonseca dissolved congress and assumed the role of dictator. This caused discontent throughout the republic and the secession of the province of Rio Grande do Sul, which will probably become a separate republic. South America seems to be a poor soil for patriots, but a good one for ambitious politicians. The history of both Brazil and Chile for the next few months will be full of interest.

The constant influence of the beautiful as a factor in education should be one of the advantages arising from the large proportion of women teachers in the schools. If woman is born with a beauty-mission the school-room, with its richness of opportunity to meet and mold children from all classes of society, is the best field for her work. Her opportunities here are limitless for cul-

tivating the moral sense, through the inherent love of the beautiful. A large-hearted, sympathetic woman entering the school-room in the morning, tasteful in her little costume touches, and her hands full of something gathered from nature on the way, is a silent, eloquent sermon, that makes ordinary ethical preaching a pale affair. Children thrive morally under teachers who are dainty in touch and appreciative of beauty in all the environments of school work. There is a moral uplift in the atmosphere of school-rooms where æsthetic training is the natural outlet of the teacher's spirit. Beauty is allied to purity, and the boy who will wear a flower on his coat shows a direct avenue to the germ of manliness in his nature.

It is not much use for a coarse-grained teacher to attempt the veneer of a pretended love of the beautiful if the refinement does not run all through the nature. Unconscious teaching penetrates deepest and lasts longest. The glance of genuine appreciation which a teacher gives to the one fine picture in the room she has sacrificed to obtain is an arrow shot into the soul of the meanest-dressed boy in the room, who knows no more of what makes a good picture than he knows of chemical affinities. But if the teacher admires that picture it must be fine, and so he begins to study it, with the result that the coarse cigarette painting begins to show what it is. In a hundred such ways the teacher points to the beautiful, and leads the way into realms of which the ignorant children from poor homes, have never dreamed of the existence. Every step into this domain is a step up—a step toward the creation of a new and higher ideal. But it is well to remember that cultivation of refinement is always a matter of deeds not words.

The city superintendent of the Brooklyn schools is reported as saying that the number of great teachers could be counted on the fingers. Granting this to be true, which it is not, the question will come up, Why are there so few great teachers? And here it must be understood that "teacher" has a broad meaning, co-extensive with "educator," covering principals, superintendents, etc. There are two reasons: First, the public school system of our cities does not create them; second, it has no use for them if they were created.

Take the public school system of Brooklyn or New York and see if there is any opportunity for a man to produce an educational creation stamped with his own individuality; an opportunity for him to investigate by laboriously studying the best methods and objects of education and to put in practice what he has discovered. A man may paint a picture, carve a statue, make a machine, write a poem, deliver an oration or a sermon, evolve a book, or maintain rights at law and be marked as a great man. He may possess as good mental powers and labor as skilfully in the school-room in either of these cities, and never be suspected of greatness.

When an educational vacancy occurs in Brooklyn, or New York, is there an inquiry for one who has given signs of greatness in the school-room?

No; from the superintendent down, a "pull," political or otherwise, is needed. This state of things precludes the entrance into the educational field of those who might possibly achieve some greatness; not only this, but "the system" prevents those who are in from working out their designs; nevertheless there are men and women in the educational ranks in both of these cities

who possess powers, but not the opportunity to attract public attention by their shining talents as teachers.

The celebration in St. Louis of the golden jubilee of Archbishop Kenrick, is likely to produce ill-feeling, because an order was issued that no Catholic children who attend public school were to be allowed to sing. A discrimination of this kind will not help the Catholic parochial schools; it will intensify the feeling against Catholic domination. It was an unwise order.

"The school is all aglow with autumn's coloring," writes a teacher from New Hampshire. It appears that the pupils have brought in leaves and decorated the room in an artistic manner; the yellows are arranged in a series of shades; the scarlets are also arranged in a similar manner. The leaves are pinned to the wall and over 2,000 specimens have been used.

Now if it cannot in some way be demonstrated that all this helps on the arithmetic or spelling, some member of that teachers' school committee may declare the public money is wasted. What can she do? Will she set the younger ones to counting the yellows; must the older ones multiply the red ones by the yellow ones?

Is the object attained when the pupil can spell and cipher? May there not be spelling and ciphering and no education? That teacher is right if she cannot give any reason for the decoration of the school-house other than "It looks so pretty!"

Everything should be done to make the school-house attractive; so of the church. Many of the Quakers are bringing music into their churches; they see at last there is nothing wicked in singing hymns, and much that is pleasing.

That teacher is right, even if she cannot demonstrate her position.

County Superintendent Adams, of Dakota, thinks "there is a manifest improvement in the skill of the teacher, when ten or fifteen years are reviewed." It is quite certain this is the case in most parts of the country. In 1850, the average sum paid young women for teaching in the schools during the summer was \$1.00 per week; in some cases they taught for 75 cents and probably it would be found that 50 cents was all that was paid in some cases. Those teachers were farmers' daughters; in some cases they were those who "worked out" during the winter. In 1890, the average annual salary of teachers is \$436.71. The average amount paid to female teachers per week is about \$8.35—it is believed.

This advance in wages measures in a certain way the advance in qualifications; at all events it indicates that as the people are willing to pay eight times as much as they did in 1850, they must be getting a different article for the money.

That wonderful phenomenon, the annual sinking of the sun in the south, should be discussed in every school-room—its causes; its beginning; its ending; its effects. Day by day it should be watched. A teacher in Dutchess county, New York, writes that he erected a staff six feet long, last spring; that a board was put down firmly on the ground from the foot of the staff northward; that the shortening of the shadow was noted at noon each day; that the minimum was marked June 21; that it is now watched and reported upon day by day. He does well.

## The Oswego Normal School.

This institution has occupied a large place in the educational world of America, at least. The reason of this becomes quite apparent when the history of it is known. Mr. Sheldon was chosen by the board of education of Oswego, for its superintendent; this man felt that the ordinary learning and reciting from books was too small and too narrow a field. A broader scope of work was undertaken. To prepare teachers properly for this broader work a training school was found necessary; the school became one of the normal schools (the second) of the state. The basis of the Oswego normal school, then, is a plan for training teachers to do a broader scope of work than was being done.

In setting out to reform the primary education of the schools of Oswego in 1860, Supt. Sheldon had no conception of the extensive nature of the movement that would result. As a conscientious man, sympathetic with childhood, considerably alive to the meagerness of the results of the teaching of that day, in search for methods that aimed at the culture of the whole human being, he began to look about him; in fact, he began to study education. Very few of those in positions of influence had arrived at fixed principles; they had settled merely upon certain studies as being suitable for pupils; as, for example, arithmetic, geography, grammar. The field was really a new and untried one.

In 1860 the news spread abroad that Supt. Sheldon had laid out a novel course of study; there were to be "conversational lessons," "lessons on form, color, objects, size, human body, size, place, weight, animals, plants, physical actions, moral instruction." As he superintended the schools of Oswego, these were a part of the course of daily study. It need not be said that surprise, derision, and objection arose. As the attempt was entered on in good faith, and the training of teachers to do this new work became necessary, Supt. Sheldon obtained the assistance of a well educated Pestalozzian teacher, from the celebrated school, founded near London by Dr. Mayo, who had studied the schools of Pestalozzi. It is plain that Supt. Sheldon was attempting to place the teaching of the Oswego primary schools on the basis discovered by Pestalozzi.

The "Oswego methods" began to attract attention; students came from other states, and graduates came from other normal schools. It was seen that these methods were bound to spread, and opposition was made. In the N. Y. State Teachers' Association of 1862, and in the National Teachers' Association of '64-'65, they were severely condemned. The first ten years were years of struggle; it was apparent that the "Oswego Methods" had been tried and approved. The graduates evidently had a skill and brightness as teachers far beyond those coming from other sources; they seemed to be apt and to "take hold of childhood."

By 1870 the "Oswego methods" had practically been adopted; at all events the seed had been so widely sown that it was morally certain that time only was needed to cause a uniform adoption. True, there still was conflict in Oswego; in 1872 "object teaching" was discontinued, but a reaction soon followed and it was resumed. The remarks above relate to the Oswego public schools, but as these were the "practice schools" of the normal school it is necessary to know what the course pursued in them was; that course was the one the graduates of the normal school would employ.

After 1880 the school began a growth of its own; the more generous ideas of the times came in; the kindergarten was added; industrial training was taken up; physical culture was expanded. The legislature gave it a new building, so that in 1890 it was well equipped for its work.

The demand for the graduates of this school in other schools has been a remarkable feature; an account of this would fill a large volume. The school has been constantly subject to visitation; teachers and boards of education coming to see for themselves. Oswego was the home of the New Education in 1860. This began, as all great things begin in this world, by laying founda-

tions deep in the nature of childhood and trying to follow the glorious ways of Divine wisdom. Oswego has been one of the great influences that have given superiority to the schools of the great West.

## Mark Hopkins in the Class-room.

By CHARLES F. BRUSIE.

It is now almost four years since Dr. Mark Hopkins, of Williams college, died. I was in Williamstown at the time, and as I stood in the little village church and looked upon that grand face, kindly even in death, I could not but think how in harmony with his life was his death. Without sickness, without pain, without a struggle, he simply ceased to live. The physical man had been tired out by labors under which a Hercules would have fainted; the heart was still as young and fresh as that of a child. Undemonstrative in life, he was quietly grand in his death.

Whatever else may be said of Dr. Hopkins, it is certain that he must be numbered among the greatest teachers of the century. Others may have surpassed him in learning, in depth of thought, in executive ability; but in no other man of his time can there be found power like his to strike a responsive chord in young men, to arouse in them a spirit of investigation, to bring out and develop the manhood within them. This is the highest province of a teacher; and in this sphere Mark Hopkins was unsurpassed.

It is not my wish to speak exhaustively of Dr. Hopkins, either as teacher or philosopher. This has been already ably done. But I do want to sketch briefly this "Prince of Teachers" as I saw him day after day in the class-room.

It was here that Dr. Hopkins did his most efficient work. While no man has exerted greater influence on education than he, yet this influence was directed toward the shaping of men rather than of methods. Indeed, he seemed to care little for methods of instruction; or better, the method was the man. Dr. Hopkins offers, perhaps, the best illustration of the personal element in education. President Garfield recognized this when he made that now famous remark, that a pine slab with Mark Hopkins on one end and himself on the other was all the college that he wanted.

Not the least important element in the personality of a man are physical qualities; and as regards these Dr. Hopkins was richly endowed. As some one has well said, his was one of those mastodon frames, towering above other men as a stalwart pine above its fellows. And the head that rose above those Herculean shoulders was a fitting capital for so noble a column. It was large and finely formed, with a forehead high and broad, bespeaking the earnest, careful thinker; the features large and strong, a little cold, perhaps, in repose, but when lighted up with the old doctor's rare smile no face ever glowed with greater warmth and kindness. No class of students could fail to feel the influence of such a presence in the room. Unite with the rare ability which was Dr. Hopkins' to call forth the co-operation of a class of young men, and you have a teacher and a class admirably equipped for searching out the truth.

Moderation was one of the most strongly marked characteristics of Dr. Hopkins in the class-room. This quality doubtless did much toward determining the manner of his teaching. He was no dogmatist, with a theory to defend at all hazards. His sole object was to find the truth; and this he was quick to recognize whether coming from student or teacher. His desire was that the young men should examine the subject in hand from all sides and from the examination to draw their own conclusions, rather than that they should, without investigation, receive the opinions of another. Yet I would not give the impression that Dr. Hopkins was at all uncertain in his grasp of the truth, or that he was at any time unwilling to explain his views. Opinions he had, and these the most pronounced, as one may see from his published writings; and I have known no man who

could define his position more clearly or defend it with greater skill. But he had the wisdom to see that in a field so broad as that in which he gave instruction, there are many aspects of the truth, and that nothing is to be gained by trying to restrict the student to that view which may seem most promising to the teacher.

It is plain that a teacher so far removed in temperament from anything dogmatic would have little use for the lecture system in his instruction. I do not remember ever to have seen Dr. Hopkins appear in the classroom with a manuscript. Indeed, it was seldom that he found it necessary to speak continuously for any length of time, even in explanation of a subject. He had a better way. He had learned the advantage of carrying the class with him as companions in his search for truth. To this end his instruction followed, in manner, that of the old Grecian teachers, and, indeed, of most of the great teachers from Socrates down.

I know that to many aspiring teachers of to-day the method of instruction by question and answer seems primitive indeed; and it is, perhaps, true that it is not adapted to all instructors, for while, in the hands of a master, it is the ideal method, yet to some it doubtless proves as great a pitfall as does the wide-awake witness to a country attorney. But no lawyer ever handled a witness with more consummate skill than did Dr. Hopkins his class. Such skill could only come from deep insight into human nature, and the ability to read at a glance the minds of men. This ability Dr. Hopkins had. It was a pleasure to watch him in the class-room, to note his quickness in marking the bent of a student's mind, the nicety with which he shaped his questions forcing the student to discard error after error, until nothing but the naked truth remained. Yet it was all done in a spirit most kindly. He found no pleasure in confusing and humiliating. He was all unselfishness, all gentleness. Every student knew that his own questions would be treated with perfect fairness; that his difficulties would be considered, and his objections met in earnestness and candor.

Such was Dr. Hopkins in the class-room. I fear the picture has been roughly drawn. Yet even from this rude sketch we may be able to grasp somewhat of the grand spirit of this incomparable teacher. And when to the magnetism of the instructor we add the thrilling interest of the subject which he taught—man in all the complexity of his nature—it will be possible for us to understand more fully the great attractiveness which Dr. Hopkins' recitations had for the young men of Williams college during the fifty and more years through which he gave instruction to the senior class.

### Training the Perceptive Powers. III.

By GEORGE GRIFFITH, New Paltz, N. Y.

#### TRAINING THE EYE.

The perceptive powers of the mind can be trained through the eye.

1. With objects. (Treated in last article.)
2. In drawing exercises.

(a) Whatever be the opinion held by some as to the value of simple copying in drawing, there is no doubt but that it is valuable in teaching accuracy of observation. Hence I have used as the simplest exercise in drawing to train the perceptive powers that of copying simple drawings just right. Take, for example, so simple a drawing as that of a rake. Note if they get the correct slant to the teeth, the right number of teeth correctly located, the handle attached to the middle of the head, etc. Seldom will pupils "see" such drawings correctly, their inaccurate observation is revealed to the teacher in their copies, and the teacher can suggest closer looking and new trials. If you have not these drawings on charts put them upon the blackboard. Gradually, drawings with more and more details can be used. One advantage of this exercise is that it can be used in the lowest grade, and will furnish "busy work" for the little ones. It will be useless in any grade, how-

ever, unless the teacher keeps its object—training to accuracy the perceptive powers—constantly in mind.

(b) The last exercise may soon be varied with, and after a while merged into, the following: The teacher makes a drawing upon the board unseen by the pupils, exposes it to view for a moment while the pupils carefully examine it, then covers it again, calling upon the pupils to reproduce it. Then uncovering it again the teacher and pupils compare the work of the pupils with the original, correcting all errors, and supplying omissions, with the caution "to look closer next time." These drawings should be very simple and easily executed. The special object of this exercise is to train to rapidity as well as accuracy of perception.

(c) Pupils should be required to compare drawings that are nearly alike and tell the points in which they differ. At first as simple comparisons as between a serrate and a crenate leaf can be used. To best accomplish the purpose of this exercise, the teacher should make the drawings upon the board so that those suitable for comparison may be had.

(d) Another exercise that demands the careful exercise of, and hence will train, the perceptive powers, is for the teacher to trace in the air with his finger, or a pointer, some simple figure, while the pupils watch closely and tell what was outlined. Words may thus be written in the air. This often stimulates children to great alertness of sight.

(e) Drawing directly from objects by the children can be used quite early and is most valuable in training perception. Two or more objects placed in relation to one another give the best results. I have frequently pinned a sheet of paper on some part of the door and asked the pupils to represent the door and the paper on it. I have never yet found a class of pupils or teachers all of whom located the paper in the correct position on the door. Why? "Because I didn't notice that."

(f) Training the pupils in measuring by the eye is valuable in this line, and should be carried on until fair skill is attained. It need take but little time if rigidly insisted upon. This power then becomes of valuable assistance in all future drawing work.

#### 3. With colors.

Exercises in great number may be devised in the use of colors, all of which exercises will have direct bearing upon the perceptive powers as well as upon the æsthetic part of the child's nature.

I shall mention, without discussion, only a few of these exercises. Train the pupils.

- a. To distinguish colors and shades.
- b. To discover colors that harmonize.
- c. To reproduce designs from colored paper, worsteds, ribbons, etc.

Again I repeat the warning, that the teacher who would use these exercises for their purpose must keep that purpose clearly in mind, and must consciously strive to attain that purpose in each exercise.

### The Inevitables.

By C. A. P.

If teachers would make out a list of what we might call the inevitables of teaching, and underneath write a solemn vow never to "take arms against the sea of troubles," but submit to their invincible strength, much time and enthusiasm which is now spent in a futile struggle might be devoted to profitable work.

First on this list, should be a reminder, that, in spite of our best efforts, there will always be some pupils who will show little or no appreciable results.

With fifty pupils in a room, there are at least a dozen grades of ability and as many different results may be expected. Some, and they are invariably the ones who need the least attention, respond promptly and well to their instruction. Others requiring much more attention, respond less promptly and satisfactorily. While still others, usually a small number, show almost no improvement from day to day.

This last class, every teacher admits, is a source of the greatest anxiety; and it is just here that we should apply our theory of the inevitable. Once sure that they are mentally incapable of anything better than what they offer us, we should desist from striving or worrying, and, while giving them a fair share of attention and sympathy, pay no further heed to the matter. The strength uselessly expended in knocking one's head against the stone wall of their inability, had better be used for those who need and can appreciate one's efforts, for, as an American poet aptly expresses it—

"You may grind their souls in the self-same mill;  
You may bind them heart and brow;  
But the poet will follow the rainbow still  
While his brother will follow the plow."

Perhaps the one thing which most surely causes "strained relations" among teachers, and is responsible for more heart burnings than anything else in the whole field of teaching, is the habit indulged in by some teachers of finding fault with the work of the teachers below them. So number two on our list should be a reminder that pupils never do any credit to previous teaching for at least a month after they have entered a new class. Hence, we should refrain from even judging, much less criticising, till that period at least has elapsed. By that time we generally see so many good points that we are tempted to praise rather than blame. Let us wait till the children have had a chance to collect the threads of association which have become snarled during the long vacation, and we shall perceive that they have a good fund of previous instruction. Then, many children have a habit, in all sincerity too, of saying they "never had" whatever they may have forgotten. After making allowances for these conditions, and reminding ourselves that all we have to do is to make the best of the material sent us, we will find that we have more time and strength to spend on the work in hand, than if a portion of both were spent in finding fault with our neighbors.

One of the prominent weaknesses in human nature is antipathy to work, and this of course is found more frequently in the crude human-nature of children. Number three in the inevitables then, should be a recognition of the fact that there will always be a certain amount of natural inertia to be overcome before there is any hope of a hearty response from the children when work is called for. The question therefore is, how to overcome this with least harm to the pupils' mental condition. Shall we threaten or punish, and so leave a disagreeable association to cling forever to the study? Shall we offer bribes to the successful? It would be far better to set about the subject scientifically—with the surgeon's lance rather than a club.

First, let us make their feelings our allies by procuring and doing everything possible to make the subject appear attractive, especially to *their senses*. These feelings will set the will working in the right direction, and thus the first great barrier is broken down. When habits of work are established the wheels will run more smoothly, and we will not have so much to do to keep the attention if once a personal interest is aroused in any subject.

## Cannot Afford to Read.

By CHARLES M. HARGER.

Said a teacher in our hearing a few days ago:

"I am so lonesome for want of reading matter. The family with whom I board have no books and take but one paper. That is a monthly flash advertising sheet."

"But do you take no papers yourself?"

"No, I can't afford it. My wages are small and the school term is so short I cannot afford to spend a cent for such things."

Out upon such teachers! America has no use for them. The teacher, of all persons, must be abreast with the times. He should come before his school enthused with the world-life that is throbbing on, outside his little domain. And in these days of cheap newspapers, cheap magazines, correspondence, and agencies, he has no ex-

cuse for saying he cannot afford it. Does the teacher not know that the surest way for him to stagnate in some backwoods country neighborhood is for him to attempt living and teaching outside the world? Does he not know that the most certain way to preferment and honor is through broad-minded culture? There lies the way and he is indeed short-sighted who will be penny-wise in view of the possibilities before him.



## The School Room.

NOVEMBER 14.—EARTH AND SELF.  
NOVEMBER 21.—NUMBER AND PEOPLE.  
NOVEMBER 28.—DOING AND ETHICS.  
DECEMBER 5.—LANGUAGE AND THINGS.

### Autumn Talks.

By LUCY WHELOCK, Boston, Mass.

The most important time in the kindergarten or the primary school is the first half-hour, when the key note of the day is given in "the morning talk" and the morning songs, which always relate to some of the things about us in this great, wide, wonderful, beautiful world.

The children come to us these days with their hands full of the red and yellow leaves from tree and vine. What have the leaves to tell us? We must study them to read the stories written on them. Let us take first some common leaf, as the elm. (Each child has a leaf to examine.) After noticing shape and color, some sharp eyes are sure to see "the lines on the leaf," and a child in a kindergarten once discovered a tree on his leaf; the mid-rib showing the trunk, and the veins the branches. The discovery of the lines leads us back to the great tree itself, with its countless (make drawing of tree with trunk and branches) little pipes carrying sap from the roots, up through the trunk and branches, to the very tips of the leaves. Some child will ask what becomes of all the sap pumped up through so many tiny tubes, and this will introduce not only the great law of circulation in the plant world, but one of the uses of the leaf in sending moisture into the air. A picture will be made of an elm tree and some child's house near by. Perhaps the elm-tree will tell a story of the warm summer, and of all the leaves that tried to keep the air moist and cool by breathing out moisture through their tiny pores, so that the family might be glad to have a tree near them. And there surely must be an open window in the house. Why? To let in the fresh air, of course. But what makes the air fresh? Ah, here is another use for the good tree and the kindly leaves! The leaves drink in the bad air which comes out through the open window, and give in return good air for people to breathe. And the tree does more than this. What can you see coming from the chimney? Where does the smoke go? The tree is ready to take this in, too, for it is full of the bad gas, poisonous to man. These conversations about the leaves and the trees occupy many days, and incidentally lead to some ideas of ventilation, and the desirability of fresh air, and of the benefits of forests to a country. The elms on the Common, the squares, in the crowded centers, and the mountains and hillsides covered with green, mean something to a child who has been led to see a tree.

The leaves of different trees and vines are introduced; the maple, the beech, the oak, and ivy, and differences in form, in margins, and in venation are noted. All these facts are impressed by drawing and coloring the leaf, or by molding in clay, or stamping upon the panel of the same material. The conventional leaf-form in tones of green is used as an element of design in the pasting.

The falling leaf has its lesson, too.

A child's thought of this has been tenderly expressed in verse:

"Will not the trees be cold, mamma,  
When all the leaves have blown away;  
When nights are long, and winds are strong,  
Will not the trees be cold, mamma,  
On many a cold and wintry day?"

"What will become of the leaves, mamma?  
Away before the wind they fled,  
After their play, hurried away.  
What will become of the leaves, mamma?  
I cannot think that they are dead."

By games in which some children personate the trees, and others flowers, and grasses, and the whirling leaves, the use of the brown leaves is seen, and an impression given of the great truth that in Nature nothing ever ceases to be of use. The trees are the good, kind friends watching over the tender plants and grasses, ready to protect them from the cold.

Sometimes we sing "Little Jack Frost went up the hill," or



VEGETABLE PRODUCTIONS OF ASIA.

"The trees stand trembling bare and brown,  
As one by one the leaves fall down.  
Away, away they whirl through the air,  
Oh, why do you leave the trees so bare?"

"The good old trees are brave and strong,  
They can bear the cold the whole winter long,  
But the poor little flowers will surely freeze,  
Unless we cover them," say the leaves."

A visitor once brought into a certain kindergarten a eucalyptus leaf. The children were greatly pleased with the story of the good tree that drinks up the poison from the marshes and malaria from the air, so that people can dwell safely where these trees are growing.

The name was very fascinating, as it was long and unusual, and was easily retained.

A child was heard to say, as he handled this long curved leaf, "Good leaf! Good eucalyptus tree, to make the people well!"

"A wise man may pluck a leaf,  
And find a lecture on it,"

says the poet; and shall not a child lead them in this wisdom, when our schools furnish these lessons from Nature?

## Studying Asia. II.

(PRODUCTION MAPS.)

By E. D. K.

Our maps on the blackboard are really creditable. I think I must select yours, Maud, for the better idea of proportion you have shown. The width of Henry's map does not go with the length very well. I see you have been afraid to attempt the ocean currents. Well, it is not important to locate them with regard to this continent. But I saw you looking at a physical geography on my desk this morning; did you see anything else in that, that might influence the climate of Asia?

"I think you mean the arrows that seem to be whirling about in every direction, but I didn't know enough about them to put them down on my map."

They do look as if a cyclone had struck them, but I will add them to this map now before we begin our lesson, because the warm

winds have far more to do with the climate of southern Asia than the ocean currents have. Indeed, the warm climate of Asia is not because of the ocean currents, but because the winds which are always trade-winds, bring warmth. In the summer southeast trade-winds prevail; in the winter there are northeast trade-winds. There is an average temperature in the lowlands nowhere less than 68 degrees and sometimes reaching as high as 85 degrees. What productions do we find in this climate? "Rice, sugar-cane, and the spices."

Can you think what else these productions might need to make them flourish besides warmth? "Rice needs a damp climate, and perhaps the others do."

Yes, it is moisture they must have, and how is that provided for? "It rains a great deal in that region."

That is true, and the excessive rainfall brings warmth as well as moisture. The climate of eastern Asia is like that of eastern North America. The Kuro Sivo is smaller and colder than the Gulf stream and does not bring much warmth to that locality.

Now we will locate the productions of this continent. The first three pupils at the right may select whatever they please from this tray and pass to the board and lay them just where they grow and write the name there.

"Do you mean the mineral productions, too?"

No, we will leave those and the manufactures for separate maps and only take the vegetable productions to-day. As you write the names of the productions, give me any reasons you can for their growth in that particular part of the continent. Remember all the influences that affect climate, that we have talked of frequently, and with a little thinking and reasoning you will be able to tell the *why* as well as the *where* of the location of these products. If any choose productions that we are not familiar with in this climate, you must be ready to tell all about them to-morrow? I shall want to know, too, why whole fields of poppies and roses are cultivated in Asia.

The colored youth of Atlanta university, Ga., are demonstrating their ability for self-help in getting an education that must be gratifying to the friends of negro education. A good proportion taught through the summer months in the South, earning enough to warrant another beginning of university study. Teaching country schools in Georgia from half past seven a. m., to half past five p. m., every day through the summer-school term is a test of a desire for education that ordinary Northern students are not called upon to stand.

## Reading, Language, and Literature. II.

(The course of Saturday morning lectures on the above subjects, by Mrs. S. D. Jenkins, Prof. of Art and Science of Teaching, in N. Y. College for Training of Teachers, will be reported weekly in THE JOURNAL by E. D. K.)

Reading should be learned subjectively, the printed or written symbols serving to bring about changes in consciousness. Studying the words, the syllables of words, or the letters of syllables makes of reading an objective process. The subjective approach leads to the intellectual phase of reading; the objective approach leads to the mechanical phase.

Let us examine the manner in which a child sees a material object, for example, a penknife. Does he see first the rivets in the plate, then the plate, then one side of the handle, then the blade; or, does he see the knife as a whole, and say, "I see a penknife," learning later that it has a name-plate, letters on the plate, and rivets to hold the parts in place.

To be still more concrete, how do you see that square? (Sketching it on the board.) Do you first see the upper right hand corner, then the back edge then the left hand side? Do you see the whole at a glance, and come to know later the parts, and their defects, if there are any? Does the child see by one law and the adult by another? Is there an adult and a child psychology? With one accord you agree there can be but one law, viz.: "The natural movement of the human mind is from aggregates to elements." The child sees as the adult sees, the difference being in degree and not in kind. This being well established the next point raised was, does the child see the material object, the penknife, by one law, and the word on the blackboard by another? Dr. Payne has said, "To the eye of the child the word 'vase' is as much a thing as the desk, the pitcher, the post." Dr. Geo. L. Farnham, the author, but unfortunately not the finisher, of the sentence method of teaching reading, says, in his admirable little book on this subject "Language, oral and written, follows the laws of other objects in its material characteristics;" adding, "It differs from other objects in that it is only symbolic in character and should not be studied at this stage for its own sake."

There is a time for the direct study of letters as to their sounds, forms, classification, diacritical marks, and other points which have to do with the mechanics of the language. But this is not adapted to the early work with the young child, as it would introduce him to a new language, a new vocabulary. At first he should be led by the easiest and most natural transition from the old friends he knows so well in oral language, to their written and printed representatives. For example, every child knows a bird, a nest, and the twig on which it may be found; the things themselves and their oral symbols. The teacher's work is to make him familiar with their written forms. The objects are present, not at all for the purpose of teaching the child about them, but in order that in this initial step the symbols may be made more obtrusive by the presence of that symbolized. A pretty lesson in the simplest form is written by the teacher, sentence by sentence, on the blackboard in a plain and rather large hand. The child sees the forms grow under the hand of the teacher, the interest is at the maximum, and the impressions made are in a measure lasting. No determined effort is put forth to force the child to retain these impressions, but at the next session or the succeeding day a similar lesson is given with the addition of a new word—as egg. It is found as the lessons proceed, that the readiness with which impressions are received, and the tenacity with which they are held, are proportioned to the degree of interest.

After a short time the presence of the objects is unnecessary; the child has formed the habit of looking for the thought, and where the words merely call up past experiences the objects are superfluous. When, however, it is necessary to teach a word not in the vocabulary of the child the real thing, of which the written word is only representative, should be present. Symbols are most easily learned by processes of association. I hold the flower *phlox*, in my hand. I speak the word "phlox" and at the same time write the simplest form of sentence containing the word "phlox." Through the action of the ear and the eye a couple is formed. If the interest of the child and the skill of the teacher have been adequate, the flower, at any time afterward, will call up the word or the word will call up the flower. The impression is fast growing upon the child that words have meaning and the important thing is not to call separate words, but to get and give the thought expressed by a group of words. When an unknown word whose meaning is not made clear by the words before or after is met, the child properly trained does not attempt to read. Where the words grouped about the new word suggest the name the child reads, often supplying the right word—sometimes the wrong word. These are all encouraging indications.

The eye should be trained to act automatically, to glance along the line or page for the purpose of getting thought. When the automatic action of the eye is interrupted by dwelling on separate words the reading is poor, and the thought is not found. Train the eye, if by the eye we are to get thought. Let the lips have no part in thought getting. Never let the child "whisper the word," as we say "to himself" in order to assist in getting the thought. Confirm the habit of the form of the word, unassisted by the sound calling up the concept. The child who must first recognize

the word with the eye, and re-cognize it by whispering it to himself is not reading in the original. It is a kind of translation and the reader goes through the same process that the adult does who sees the French word "cheval" and must think of the English word "horse" before he has the concept, "horse." Too much of our French is of the last type; we do not think in French. Prof. Hughes in the *Educational Review* for July says, "He is a perfect reader who gets thought from the printed or written pages as readily as from oral speech." Happily there is an advance toward professional clothing and a right mind.

The lecture was replete with illustrations of actual experience with children, suggested at the moment, that gave a delightful play of light and shade to the subject that cannot be reproduced in a brief report.

## An Active Volcano.

By DR. A. E. MALTBY, Slippery Rock, Pa.

Procure some molder's clay, and dampen it until it will pack when pressed in the hand. Sand or common red clay will do very well in place of the other, but molder's clay is cleaner. Pulverize an ounce of chlorate of potash, and then mix it thoroughly with half an ounce of dry white sugar. Procure a small quantity of sulphuric acid ( $H_2SO_4$ ).

Now build up a small pile of the clay, and scoop out from the center a part, as in this figure. (Fig. 1.)

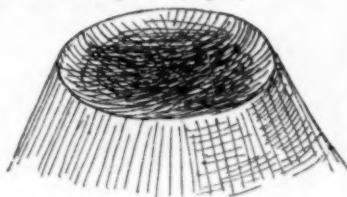


Fig. 1.

Put a piece of paper, about four inches in diameter, in the bottom of this hole; then put in the mixed potash and sugar.

Take a pencil or pen-holder (Fig. 2.), and run it through a circle of paper about as large as the first one; press it down upon the mixture. Pack the clay carefully down upon the paper and about the pencil, turning the pencil around now and then in order that it may be removed at last.

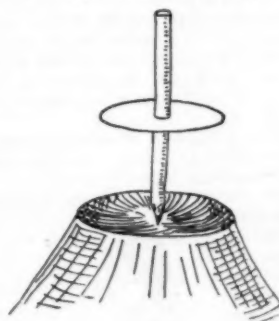


Fig. 2.

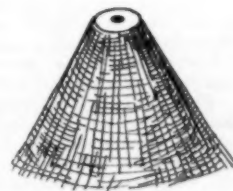


Fig. 3.

The volcano will now be complete (Fig. 3.), with the mixture three or four inches from the top, and a clear hole leading down to it.

To light the volcano, take a long straw or a piece of glass tubing and drop a small quantity of the sulphuric acid down the hole. Do not look into the hole to see about the eruption. It will generally occur in a minute or less after the acid is poured in. If it does not go, put in more acid. A very little cold water, added to the acid just before it is used, will generally expedite matters. Try a little of the mixture in a shovel before you build a volcano, and the acid can thus be adjusted. With the ordinary commercial sulphuric acid, however, no trouble should be experienced. Sometimes the acid is too strong, and should be diluted by pouring some of the acid into a small quantity of water.

THE SCHOOL JOURNAL in its new type has a fine look; you will make a great success of it and ought to.

Cook Co. Normal School.

FRANCIS W. PARKER.

We always save and bind THE SCHOOL JOURNAL, which is an evidence of the esteem in which we regard it. It is a welcome visitor to the desks of this department; it is wide awake and progressive. You present to teachers and educational workers a paper that is certainly their friend.

CHAS. R. SKINNER,  
Deputy Supt. of Public Instruction, Albany, N. Y.

## Physical Culture in Public Schools.

(FOR ADVANCED CLASSES.)

By R. ANNA MORRIS, Supervisor Physical Culture, Des Moines, Ia.

(Although it would be desirable to have a room set apart in every building for physical training, yet at this stage of the work it is quite impossible; therefore the regular teacher must adjust herself to the existing circumstances, and carry on a healthful training in her own room along with the other school work.)

She may get her training from whatever source she can. If the school board is progressive, and has been liberal enough to employ a specialist, she is so much the more fortunate. From this special teacher she should receive directions for mechanical drills, and what is better, a motive and an inspiration for practice. Physical culture should mean more to the children than the mere pleasure of mechanical motion. We will step into a school where the specialist has just come to give her weekly lesson.)



Fig. 1.

Good morning, children.

Good morning, Miss Morris.

(I consider this greeting a means of cultivation and never omit it.)

I am glad that I do not find it necessary to teach you how to sit. I am much pleased with your appearance as you sit with chests up and hands folded.

Now, you may rise by counts. 1 slide, 2 stand, 3 position. To test position: 1 put hands on hips, 2 bend the neck to see your toes, 3 drop hands at side, 4 raise your chests. Now, having pushed the hips backward, your bodies are well poised. Raise heads. You look very well. Place the weight mostly on the balls of the feet. You are standing now in what I call the *base position*.

Advance the right foot once its length, put the weight upon it, and you have the *right advanced position*.

Bring the foot back to place.

Advance the left foot, put the weight upon it, and you have the *left advanced position*. Bring the foot back to place.

Step the right foot back once its length, put the weight upon it, and you have the *right retired position*. Put the foot in place.

Step the left foot backward once its length, put the weight upon it, and you have the *left retired position*. Put the foot in place.

While I call the different positions I wish you would take them. Remember to carry the head and chest over the placing of the weight. *Base, right advanced; base, left advanced; base, right retired; base, left retired; base.*

When do you use these positions in school? "While standing in the class." "On the platform when speaking." Do you use these in your reading class? "Yes, Miss Morris." "I want you to take an exercise for strengthening the walking muscles. We will call it the *cradle step*."

Place the right foot forward once its length; rise on both toes, put the weight on the front foot. (See figure 1.) Rise strongly on both toes; transfer the weight to the back foot. Repeat the exercise several times, first with the right foot, then with the left foot advanced. By counts, 1 rise, 2 settle forward, 3 rise, 4 settle backward. Be very steady in this movement.

I will give you another exercise that will bring into play the muscles used in walking. Place your hand on the muscles of the thigh and feel them grow strong; lift the leg until the thigh and knee form a right angle. (See figure 2.) Put the hand down. Repeat that exercise several times. Raise the left leg in the same manner.

Right leg raised; from that position extend toe forward; *stretch on the front part of the instep*, and touch the ball of the foot to floor (see figure 3), then transfer the weight forward. (While I call "*lift*," "*stretch*," "*place*," the children come forward several steps, then take *base position*.) We will find it more difficult to walk backward to our places, but I am sure you are strong enough to do so without awkwardness. I want you to show great self-control and keep your head steady and chest up; don't tip to the right or left. Lift the foot and extend backward on the stretch as I repeat "*lift*," "*stretch*," "*place*,"



Fig. 2.

etc. In order to walk well we must have strong legs. If we practice the following exercises faithfully they will give us strength:

Hands behind the head, clasp them, rise on toes, throw the head back. Mark time on toes. (To give steadiness of muscles.) Rise on toes, twist to right, to the left, to the front, settle.

After practicing these exercises a long time you will be able to take a nice, quiet, practical walking step. I would like to have you walk around the room just as naturally, as easily, and as lightly as you possibly can, carrying your arms at side and stepping lightly. (The school walks around in an easy, natural manner.) As to quietness this pleased me very well, but it was not done quickly enough. Now let us learn speed. You may take the same exercise and walk just as quietly and gracefully as before, but a great deal faster.

Children, do you believe that a thoughtful mind and a really considerate heart can dwell in a noisy, careless, and slovenly body? People with careless bodies, think careless thoughts usually. *The body reveals the mind.* First, be careful to have good thoughts; then be sure your motions correspond. I would like to have you walk again because I want to watch your motions, so that I may learn whether you have gotten the right ideas in your minds. (School walks around the room.) I like the character of that walk. It displayed thoughtful courtesy, grace, and some accuracy. It lacked strength, but we will gain that with practice.

## ORDER OF PRACTICE.

(To be written on the blackboard.)

(Practice to counts or to music at least ten minutes each day.)

I. *Standing Positions.* Starting from *base position*, count: 1. *Right advanced.* 2. *Base.* 3. *Left advanced.* 4. *Base.* 5. *Right retired.* 6. *Base.* 7. *Left retired.* 8. *Base.* (Repeat.)

II. *Cradle-step* with right foot advanced. 1. Rise on toes. 2. Settle weight on front foot. 3. Rise. 4. Settle on back foot. (Repeat.) Same with the left foot advanced.

III. *Stepping.* Right foot. 1. Lift. 2. Stretch. 3. Touch. 4. Place weight. Lift feet alternately in moving forward and backward.

IV. *Marking Time on Toes.* Clasp hands back of head. Mark time on toes. 8 counts.

V. *Twisting Legs.* 1. Rise on toes. 2. Twist right. 3. Twist left. 4. Settle.

VI. *Practical walking around the room twice.*

(In this school we find the regular teacher carrying out the work in every-day practice. She insists on position in the seat and the rising is done according to count. On dismissing the pupils she says, "I always have them, by counts, keep a perfect uniformity of action.")

From "*position for study*," on the call for attention, the children close their books, and slide to the edge of the seat ready for recitation. From this position near the side of the seat they can rise easily into the aisle.)



Fig. 3.

## A Talk About Pomes.

By FANNIE A. STEBBINS, Springfield, Mass.

(A lesson given to pupils of the fifth year in school.)

(The teacher holds up an apple.) What have I here? Yes, and we will find some new facts about the apple, this morning. Now, tell me all about this, where we found it, and what you notice when I hold it up here, between you and the window. "On the outside of the apple is a skin so thin that it is almost transparent. I think you said the other day that we might call anything like that translucent."

That is good; now look carefully as I press my finger on this flesh. Does it require much or little strength to dent it? No, it is not as hard as the desk top; nor as soft as a peach. A good word to use there would be "firm." Yes, that is just the word. Describe this part, telling where it is with reference to the skin; also telling about its hardness.

Look next at what I am now showing you. See, my pencil's point enters these places without force. What shall we call these places? When we speak of these holes or cavities in the apple, we will call them cells. Let us look at the walls of these cells. I cut this one out, and you may pinch it just as hard as you wish and pull it too, if you wish, as it is passed to you. Tell me all about these cells, Robert. "Inside the flesh of the apple are five

little cells that make a star, the way you cut the apple, and the walls of these cells are very tough and hard."

Tell us what these cells are for, Ruth. We will examine one of the seeds. Think which of the drawing solids it is most like.

How does it differ from the ovoid?

Let us see which part of the apple this pointed end is towards. (Passing along the aisles so all may see.)

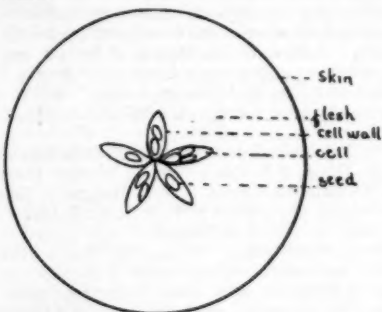
"I think the pointed end is towards the stem."

"I ate an apple this morning that had more seeds than that."

I am glad that you noticed it. Did you notice, too, about the pointed end of the seed and the direction of that end? Why do you suppose that I did not ask you to count the seeds? That is just the reason, and we want to learn to-day only what is true of all apples?

You may show me with your pencils this shape (indicating face obtained by cutting transversely across the apple). Find how large to represent the cells. Represent the seeds, showing only their outline.

Carry out dotted lines from each part you have shown, and write the name.



Such a fruit as you have just represented is called a pome. Think of other pomes, and tell why they are pomes. Tell me about all these fruits you have mentioned, Ralph.

Apples, quinces, and pears are pomes.

Describe a pome, Eddie.

"A pome is a fruit having a thin skin on the outside, then firm flesh, next some cells, with hard tough walls, containing seeds."



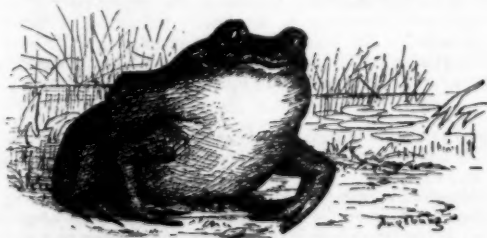
## Supplementary.

### Story of Mr. Frog.

(To teach how coal was formed.)

By LEILA R. G. BURFETT, Danville, Ky.

"Croak, croak, croak," came a voice from a dark, muddy pool down in a swamp. "Croak, croak," a voice replied. "What was it?" you say. "A grasshopper perhaps?" "Oh no! It was only a father frog and his lively grandson talking. "But



frogs cannot talk," you say. I am not so sure of that. Let us listen and see. I hear grandfather Frog say, "Froggie, my lad, since you have been so good to-day, I will tell you a story which has been handed down in our family for generations. My father told me and now I will tell you." They were sitting on a log in the sun. Grandfather Frog wore a dark green coat and Froggie's was a pale brown. Grandfather Frog cleared his throat and began. "Many, many years ago the larger parts of the country were covered with swamps. Jolly places for our family to live in. There were no people in those days to disturb our peace and no small boys to throw things at us. The trees, Froggie, were very large, and very high; the plants were large, much larger than those we see now, and the horse-tail rushes grew tall and strong. Our family then was larger, too. Giants we were in fact. But alas, now, though family pride is no less, we are growing smaller in size!"

Here came a long silence broken by Froggie. "Well, go on, grandfather. Why do you stop? I am all impatient to hear. There can be nothing nicer than our swamps; at least I never saw it."

"Foolish child!" said the grandfather; "little you know of the world." "Years and years ago," he went on, "our family lived undisturbed until one day there came an earthquake. Salt water began to come over the spot. Of course no plants or trees could live in that. My grandfathers moved their home away just in time; for, some time after my father heard from a codfish who had explored that region that no trees, no plants nor stumps, were there. Nothing but sand over everything. After many more years word came that another earthquake had lifted the spot. The water had gone away and more trees had grown but not large ones. By and by people began to come and make their queer homes." "Why do you look so sad, grandfather," said Froggie.

"Ah, my child, I hear queer tales. Only yesterday Mr. Bullfinch told me that they were digging down into the ground and bringing up pieces of the old trees and plants. They call it coal. Coal indeed!" "But how did it get to be coal, grandfather?" said Froggie.

"Heat of the earth and heaps of heavy sand on top of the trees and plants to press them down into a solid, hard mass," said grandfather Frog.

"But why should you feel sad? I think it was a very good thing, for what would the people do without coal to burn? I heard Mr. Bullfinch say that all the people use it now. I am very happy," and Froggie took a jump off the log and went splash into the pool and swam merrily about.

"Queer about this thing," said grandfather Frog, "I would like to see some coal." Just then a small boy, looking for rushes, came along and seeing old Grandfather Frog sitting in the sun, he took something out of his pocket and threw into the pool. Mr. Frog jumped off the log. The boy moved on and grandfather Frog peeped out from under a lily pad and saw—what do you think? A smooth, black piece of coal.



### See-Saw—With Motions.

The class rise and join hands across the room.

Only the chorus of the song is used and the motions are as follows:

1. Sink to a squatting position and rise on toes. Do this four times.
2. Swing to right and left, with abandon, expressing the rollicking thought conveyed in the music of the line which this swinging accompanies. Four times each way.
3. Sinking and rising four times.
4. Along, swinging step to front and back again; swing clasped hands in the direction of the step. Each way four times.

See-saw! see-saw! now we're up and down!

(sink rise sink rise sink rise sink rise.)

See-saw! see-saw! now were off to London town.

(right left right left right left right left.)

See-saw! see-saw! boys and girls, come out to play!

(sink rise sink rise sink rise sink rise.)

See-saw! see-saw! on this, our half holiday!

(for'd back for'd back for'd back for'd back.)

E. E. K.



### A Boy's Opinion.

(The speaker, a small boy, may have a hammer, block of wood, and paper of tacks. As he says the last line of verse 1, he drives a tack in the wood. At the first line verse 2, of he pulls a chisel out of his pocket. At verse 4 he bores in the wood with a gimlet which he takes from his pocket.)

The girls may have their dollies,

Made of china or of wax;

I prefer a little hammer,

And a paper full of tacks.

There's such a comfort in a chisel!

And such music in a file!

I wish that little pocket saws

Would get to be the style!

My kite may fly up in a tree;

My sled be stuck in mud;

And all my hopes of digging wells

Be nipped off in the bud;

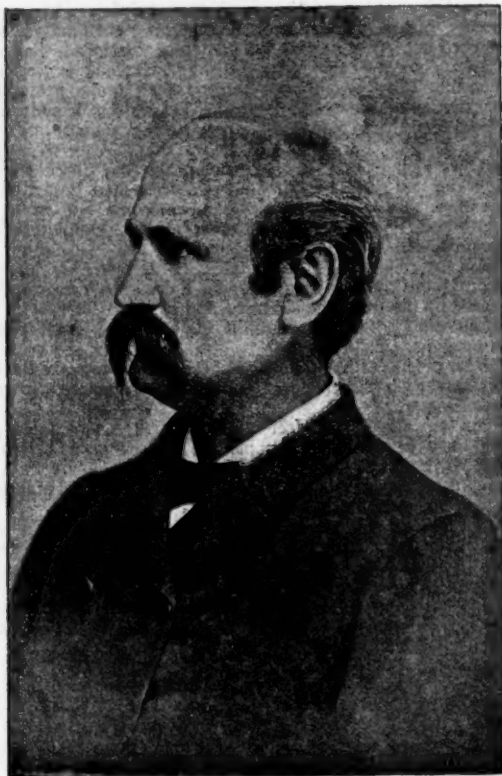
But with a little box of nails,

A gimlet and a screw;

I'm happier far than any king;

I've work enough to do.

## *The Educational Field.*



H. A. Dean.

Prof. Dean was born on a farm in Tennessee, in 1844. He was in the Confederate service (First Tennessee cavalry), under the great cavalry leaders, Forest, Van Dorn, and Wheeler. After four years' service, he returned to his home finding parents, younger brothers, and sisters with scant supplies, and no means to aid him in procuring an education. Yet he determined to have a university education. He entered school in 1866, and received his first diploma in 1869. Teaching has been his occupation since.

Like so many others he taught school to earn money to get his education. His aptness in teaching and management made some of the best high schools in western Tennessee demand his services; new life and an increased enrolment of pupils attested his fitness. During these years the university idea was still in mind, so in 1880 he made his way to the National normal university, Ohio, and after two years received the degree of A. M. He now determined to put in operation a scheme held in mind for years—to establish a school of his own somewhere in the South. He had resuscitated schools for others again and again—his work now was to make one for himself. He found Iuka, Miss., well adapted to his purpose, leased the school property of the town for ten years, and in 1882, opened the first successful independent normal school of the South. The school was a success from the start, and has never been able to supply the demand for the teachers it trains in its classes.

About 800 teachers are engaged in different parts of the South who have received a part or all of their instruction in pedagogical principles in this institution. These principles are not only on a sound psychological bases but look to the higher training of character. There is a pressing need for more buildings in this institution.

### Rhode Island Institute.

The forty-seventh annual meeting of the Rhode Island Institute of Instruction was held at Providence, October 29-31, with the president, Rev. W. N. Ackley in the chair. Miss Loraine P. Bucklin, of Providence, read a paper, on "The Moral Value of Humane Education for the Young," in which the speaker maintained that such education has a national value.

The discussion of this subject was opened by Mr. W. E. Sheldon, of Boston, who advocated giving twenty minutes a week to the teaching of this subject in the public schools, on the ground that the ethical teaching of America is needed as a prevention of crime, as well as for the development of "heart concepts, and soul concepts of mercy and sympathy."

Mr. E. H. Russell, of the Worcester normal school spoke on "The Study of the Child Mind, its Practical Advantage to the Teacher." The special aim of the speaker was to recommend to teachers a watchful interest in the action of children and the making of a scientific record. The psychology of the books must be vivified by observation at first hand. To lay out a set of questions is like calling a fox to come out and be shot. Teachers have to make a still hunt, to refrain from questioning and hide the note book and lead pencil. A scheme was outlined by the speaker to study psychology by observation. Miss Ida M. Gardner, of Philadelphia, and Prof. Campbell, of the Vermont normal school, discussed the subject.

A paper was next read by Dr. W. A. Mowry, "Do the Public Schools Meet the Reasonable Demands of Practical Life." (An abstract of this paper will appear later in THE JOURNAL.) Rev. F. D. Blakeslee, principal of the East Greenwich academy spoke farther on this matter. "The True Basis of Discipline" was treated by Superintendent Maxson, of Pawtucket. Discipline should strengthen the pupil's will. It should be transparently just. The one universal touchstone to test all rules for discipline, is this: "Will it strengthen my boys and girls in right-doing?"

"University Extension" was considered by Dr. E. J. James, of Philadelphia, and Prof. W. H. Munro, of Brown university. Dr. A. H. Campbell, principal normal school, Johnson, Vt., followed with a paper on "The Discipline of Doing," which subject was also discussed by Prof. George A. Littlefield, principal (R. I.) normal school.

"Physical Education" was considered in its various phases by Baron Nils Posse, of Boston; Dr. C. Wesley Emerson, Boston (from the Delsarte standpoint); Prof. Dwight S. Babcock, Providence (for speech and song); and Dr. L. K. Baker.

"How shall We Teach Arithmetic" was treated by Supt. Geo. I. Aldrich, of Quincy, Mass. He asserted that undue prominence was given to arithmetic. The manner of acquiring knowledge in this study, as in others, is of more importance than the acquisition. Supt. H. S. Tarbell, of Providence, in a farther discussion of the subject, made an important distinction in separating the mechanical from the thought-work. One can press for speed on mechanical work; let children have time on thought-work.

About 800 teachers were in attendance, and the meeting was regarded as highly interesting and instructive.

The Bedford Co. (Pa.) Teachers' Institute met November 9-13. Among the "Topical Talks" were the subjects of "School Government," "What we owe to our Profession," "The use of Text-Books," "The Methods of Teaching English Grammar and History." Among the subjects for discussion in "Teachers' Sessions" were these live topics: "How to Interest Pupils in their Work"; "Does Teaching Pay?" "Tact in Teaching;" "What Should Teachers Read?" "What are the Evidences of a Teacher's Success?" A good and a profitable time is always certain at Bedford.

The annual joint institute of Atlantic, Gloucester, Camden, and Salem counties met at Atlantic City (N. J.) October 28-30. Four hundred teachers were present. Mrs. H. E. Monroe, of Philadelphia, spoke on "Character Building," and "Composition," lecturing on "Beyond the Mississippi." Miss Fogle, of the Trenton State normal school, spoke on "Primary Reading," and "Busy Work." Prof. Voorhees, of Rutgers college, gave two talks on "Agriculture in our Public Schools," Rev. N. C. Schaeffer, Ph. D., D. D., prin. state normal school, Kutztown, Pa., spoke on "Thinking in Things and Thinking in Symbols," "Building a Brain," and "Decimals." Dr. Maxwell, supt. of Brooklyn, N. Y., lectured on "The History of Educational Literature." Dr. Schaeffer gave a lecture on "The Founder of Popular Education, Pestalozzi."

Are our subscribers ready for the total eclipse of the moon which takes place Nov. 15? Have all the boys been told about it, and the girls?

Jupiter is the grand object for all to observe; he is moving slowly eastward. Mercury is too close to the sun to be observed just now; in the latter part of the month and the first part of December he may be seen. Venus and Mars are not favorable for observation. Neptune is near Aldebaran. Saturn may be seen after 3 o'clock in the morning.

Miss Connor, the teacher at Ladoga, Ind., who armed herself with a rifle and kept guard over the American flag after it had been torn from the school-house, will not need any text-book on the teaching of patriotism and citizenship to her children. It is understood that the patriotic people at Crawfordsville, Ind., and other neighboring cities will present Miss Connor with a silk flag.

The fall season of the state teachers' institutes in Minnesota has just closed. Thirty institutes have been held, for one week each, since August 24. Much earnestness was manifested and a good deal has been accomplished along professional lines.

The twenty-fifth annual meeting of the Clinton Co. Teachers' Association met at Plattsburgh, N. Y., Oct. 30. Among the interesting class of subjects for discussion were these: "Teaching as a Profession," Prin. W. H. Carr, Rouse's Point; "Teaching for Results," Prin. M. D. Quinn, Champlain; "The Development of Patriotism," Prin. A. M. Dyke, Keeseville; "Imagination—Its Province in School Work," Prin. H. S. McCasland, Mooers Forks; "Correlation of Studies," Supt. G. J. McAndrew, Plattsburgh; "State Education," Supt. Sherman Williams, Glens Falls; "Effective Teaching—Its Penalties and its Rewards," Ex. Com. H. M. Mott, Champlain; "Instinct in Their Relation to Teaching," Prof. Fox Holden, Plattsburgh. The meeting was one of live interest.

Governor David B. Hill has issued a proclamation designating Nov. 26 as a day of thanksgiving in the state of New York.

The Hamilton County (Tenn.) Educational Association have determined to hold an educational exposition in connection with their annual institute next year. This, it seems, is one of the steps the teacher must take. In New York state the teachers have to be prodded to get them out to the institute. How would it do to offer prizes for best work of pupils, including cooking, sewing, drawing, woodwork, apparatus work, penmanship, maps, clay molding, and hold an "educational county fair," as it might be called? Do the farmers need prodding to get them to the agricultural fair? Are we on the right track?

In the "Channing Hall Lecture Courses on the Social Problems of the Day," which will be given at Boston, Mass., this winter, the subject of "Manual Training" will be included. Dr. Thomas M. Balliet, superintendent of schools, Springfield, Mass., will deliver the lecture on this subject. It is something new to see this theme finding a place with "Natural Law in Political Economy," "Restrictions upon Individualism," "Immigration," etc. Its presentation, in this new field will be skilfully made by Supt. Balliet.

A report has been received from the committee on the Columbian Exposition, appointed to consider the best ways of presenting the system of public education of the state of New York. They urge, among other important items, that all means be taken to preserve the unity and educational force of the display.

A plan for furnishing a technical education to the boys who have to work is put into operation in Providence, R. I., in the free-thought institute founded by James Eddy. The scheme is modeled after that used in England, in the sciences classes which are carried on under the direction of the government and the guilds of London. The terms are only \$5 for fifty-two lessons.

The Holiday Conference of the associated academic principals of New York, will be held at Syracuse, December 29-30. Prin. Francis J. Cheney, president; Prin. F. L. Gamage, secretary.

The idea of free kindergartens is becoming more and more popular every year. The city of Nashville has founded a free kindergarten among its other charities. This is a great step for a Southern city.

The attempt to relate the public high school as a feeder to the college will fail. It is an institution *sui generis*, and must be considered such. The New Brunswick, N. J., board of education have decided to abolish the study of Greek and astronomy in the high school, and it is probable that an effort to do away with Latin and take up German in its place will follow.

### New York City.

A superintendent, who evidently believes that physical conditions affect brain activity, supplied iced buttermilk at his institute last summer to all who were in attendance. There is no reason in the world why pedagogy and iced buttermilk should not affinitize most happily, and that superintendent deserves a reelection for the practical application of the advice, "Never give a tract to a hungry man"—or, never attempt to give "methods" to tired, thirsty teachers.

Asst. Supt. Calkins, of New York city, has added to his valuable "Special Course for the Study of Children," noticed in THE JOURNAL some months ago, another pamphlet of "Explanations and Suggestions for Beginners." It gives in detail the best ways of going about this study. The directions are not only explicit, but so full of inspiring suggestiveness that teachers who are really anxious to "know how" must feel like beginning this course

of recorded observation at once. Dr. Calkins has received letters of the highest commendation of this practical scheme of child-study from many of the leading educators in the country. Col. Parker writes: "I propose to take your work into the Cook County normal school."

Prof. Albert S. Bickmore will deliver a course of evening lectures to members of the American Museum of Natural History in this city, this autumn. The course will include a lecture on each of the following subjects: "The Mississippi Valley," "The National Yellowstone Park," "Butterflies and Moths," and "Beetles, Bees, and Ants."

The free lectures given in the public schools of New York city, under the auspices of the board of education, will begin Nov. 9, and continue through the winter on Monday and Thursday evenings. Dr. Henry M. Leipziger, assistant superintendent of schools, who managed the course last year with great success, will have the supervision again this year.

Among the subjects included in the course are art, astronomy, history, hygiene, literature, physics, physiology, political economy, and travel. The speakers include some twenty well-known educators and lecturers, nearly all of whom will illustrate their lectures either with stereopticon views or experiments performed in the presence of the audience.

In the report of "A Lesson in Reading" given by Miss Jenny B. Merrill, at the New York normal college, the words "second year" (in fine type at the head of the article) should read "second term." The impression conveyed that the bright little folks had received a year of previous teaching is an injustice to them as well as to the excellent instruction given at that well-known institution.

### Montana News.

The Montana State Reading Circle has been organized and active work is already going on in ten counties. The State Board of Directors consists of Supt. R. G. Young, Helena, chairman; County Supt. Margaret Wolfe, Deer Lodge, County Supt. Eva M. Hunter, Livingston. Fully five hundred teachers will be at work in a few weeks.

Supt. Young, of Helena, lectured before the Jefferson county institute, October 23, upon "The Qualifications of a Teacher."

The Montana Superintendents' Round Table held an interesting meeting with Supt. Russel, at Butte, October 23-24-25.

The Deer Lodge county institute will be held at Anaconda, November 23-25.

The Anaconda high school has received a valuable lot of apparatus for science work, the gift of local business men.

The exhibit of school work, at the meeting of the state association, promises to be an excellent one.

Butte has a large and interesting psychology class of teachers.

### Educational Associations.

Minnesota State Teachers' Association, St. Paul, December, 28, 29, and 30. Horace Goodhue, Northfield, Minn., president; F. A. Fansworth, St. Paul, Minn., corresponding secretary.

The National Educational Association, Department of Superintendence, Brooklyn, N. Y., February 16, 17, and 18, 1892. Hon. Henry Sabin, Des Moines, Iowa, president; Supt. L. W. Daly, of Cleveland, O., secretary.

State Teachers' Association, of Ill., Dec. 29 to 31, 1891, at Springfield. Principal Alfred Kirk, Chicago, president; J. M. Bowly, Metropolis, secretary.

State Teachers' Association of Kansas, Topeka, Dec. 29, 30, and 31. Supt. E. S. Spence, Wichita, Kan., president; Mrs. Menninger, Topeka, secretary.

Southeastern Kansas Teachers' Association, Pittsburg, Nov. 26, 27, 28.

Northwest Kansas Teachers' Association, Bellville, Nov. 26, 27, 28. E. M. Brockett, Mankato, president.

Central and Southwestern Kansas Teachers' Association, Newton, Nov. 26, 27, 28.

State Teachers' Association of Michigan, Grand Rapids, Dec. 21-22. Supt. W. W. Chalmers, Grand Rapids, Mich., president; O. R. Schurtz, secretary, also of Grand Rapids.

State Teachers' Association of Wisconsin, Madison, December 28 to 30. Prof. R. W. Jones, University of Miss., president; Prof. J. Wooten, Oxford, Miss., secretary.

State Teachers' Association of Wisconsin, December 28 to 31. Supt. John Nagle, of Manitowoc, president; Mr. H. L. Terry, of Lake Mills, Wis., secretary.

North Dakota Educational Association, December 22. A. L. Woods, of Grand Forks, president; Miss Etta C. Lewis, of Devil's Lake, secretary. Association meets at Grand Forks, Dakota.

State Teachers' Association of South Dakota, Mitchell, Dec. 29, 30, and 31. G. L. Pinkham Miller, president; Esther A. Clark, Yankton, recording secretary.

State Teachers' Association of Massachusetts, November, Friday and Saturday immediately following Thanksgiving. James T. Barrell, Supt., Cambridge, Mass., president; Charles Parmenter, Cambridge, secretary.

Rhode Island Institute of Instruction, Providence, October, 29, 30, 31.

Iowa State Association, Des Moines, Dec. 29, 1891. H. H. Freer, president; J. M. Mehan, secretary.

The Montana State Teachers' Association, Bozeman, December 29, 30, 31. Prof. Arthur Stone, president; L. A. Oscein, secretary.

Maine State Teachers' Association, December. E. P. Sampson, president; H. M. Estersbrook, secretary.

Nebraska State Teachers' Association, Lincoln, Dec. 29.

Southeastern Nebraska Teachers' Association, Beatrice, Nov. 26.

Central Nebraska Association, Hastings, Nov. 27.

Northern Nebraska Association, Norfolk, in the spring.

## Correspondence.

### New Plan at St. Paul.

The new departure of the city high school at St. Paul, Minn., in the matter of evening sessions deserves attention and impartial study as a problem in education. By evening sessions is not meant a night high school which existed in that city last year, but evening sessions of the regular day high school, where the same corps of teachers are employed as in the day sessions. The object of this extended session is to include the students who cannot attend through the day. This plan carries out the true spirit of university extension, though in no way connected with that organization. There are already 638 pupils in attendance, with an average age of 22 years. As to occupation, 250 are clerks and stenographers; 150 mechanics; 150 teachers; others unclassified. Four sessions are held weekly, and the following subjects are pursued this term under the regular teaching force of the high school: English grammar, literature, penmanship, arithmetic, algebra, geometry, astronomy, political economy, commercial law, German, French. These subjects occupy two evenings, and the other two are spent at the manual training school. The tuition is free to all. *The same examinations are held as in the day session and the same standards maintained.* It is possible for an evening pupil to graduate with the same honors as a day pupil. The scheme is unique, but it has already passed beyond the experimental stage. To Prof. Carman, principal of the high school, whose unwearied exertions for the benefit of this school have been productive of the best results, in various directions, the honor of this original enterprise is due. His assistants have ably supported him in this, without increase of salary, and the city may well be proud of the noble work. K.

Can the country school teachers exemplify the best principles of pedagogy? F. GILWAY.

The country schools are now the receptacle of the inexperienced. The law allows a green girl or boy with a little knowledge of reading, writing, and arithmetic and no knowledge of teaching, to undertake a work that often the most experienced will fail at. It is not easy to see a way out; the most practicable, it seems to us, is to have country training schools for six months, April to September.

When does the twentieth century begin? E. G. P.

From the first instant of Jan. 1 of the first year to the last instant of Dec. 31 of the year 100, is the first century; hence the second century began with the year 101. From Jan. 1, 1801, to Dec. 31, 1900, finishes the 19th century, so the 20th will begin the first instant of the year 1901.

Did not General Grant express himself strongly on the subject of free schools? I have been looking for his words to publish in the —; there is something of a war here. L. C. G.

At the meeting of the G. A. R. in Galena, he said:

"I do not bring into this assemblage politics, certainly not partisan politics, but it is a fair subject for the deliberation of soldiers to consider what may be necessary to secure the prize for which they battled. In a republic like ours, where the citizen is the sovereign and the official servant, where no power is exercised except by the will of the people, it is important that the sovereign—the people—should possess intelligence. The free school is a promoter of that intelligence which is to preserve us a free nation. If we are to have another contest in the near future of our national existence, I predict that the dividing line will not be Mason's and Dixon's, but between patriotism and intelligence on the one side, and superstition, ambition, and ignorance on the other.

"Now, in this centennial year of our national existence, I believe it is a good time to begin the work of strengthening the foundation of the house commenced by our patriot fathers one hundred years ago at Concord and Lexington. Let us all labor to add all needful guarantees for the more perfect security of free thought, free speech, and free press, pure morals, unfettered religious sentiments, and of equal rights and privileges to all men, irrespective of nationality, color, or religion. Encourage free schools, and resolve that not one dollar of money appropriated to their support, no matter how much is raised, shall be appropriated to the support of any sectarian school. Resolve, that either the state or nation, or both combined shall support institutions of learning sufficient to afford to every child growing up in the land the opportunity of a good common school education, unmingled with sectarian, pagan, or atheistical tenets. Leave the matter of religion to the family circle, the church, and the private school supported entirely by private contribution. Keep the church and state forever separate."

How is the humidity of the atmosphere ascertained? I see the humidity is given in our daily papers. B. L.

By the hygrometer, an instrument devised to ascertain and record the amount of moisture in the atmosphere. When the atmosphere contains 85 per cent. of moisture it is saturated. The amount of humidity is calculated on the 85 per cent. scale, so that when we are told that there is 75 per cent. of humidity it does not mean that the atmosphere is only ten points away from saturation, but that it contains 75 per cent. of the 85 per cent. of humidity necessary to saturate it.

"Hood's Sarsaparilla cures catarrh and also cures consumption in its early stages. Sold by druggists.

## Important Events, &c.

### News Summary.

NOVEMBER 1.—Death in New York of Henry A. P. Carter, minister from Hawaii to the United States.—The Rothschilds renew a Spanish loan of \$10,000,000, and advance \$20,000,000 more, in gold, to the bank of Spain.

NOVEMBER 3.—Flower elected governor of New York, Russell of Massachusetts, McKinley of Ohio, and Boies of Iowa.

NOVEMBER 4.—Death of Mgr. Thomas S. Preston in New York.—Chrysanthemum show in Madison Square Garden, New York.—The Czar travels through Germany.

NOVEMBER 5.—Influenza epidemic in Dumfriesshire, Scotland.—Severe snow storms in Bulgaria.—France puts a duty on American salt meats.

NOVEMBER 6.—The latest reports show that 6,500 persons were killed by the Japanese earthquake and 9,000 injured, and about 90,000 houses destroyed.

NOVEMBER 7.—Pres. Diaz gives orders to troops on the northern frontier of Mexico that no more persons be shot or punished without previous trial by competent authority.

NOVEMBER 8.—Chile seeking a friendly settlement of the difficulty on account of the attack on the sailors from the Baltimore.

### THE CONGRESS OF GERMAN SOCIALISTS.

The recent congress of Socialists at Erfurt, Germany, shows how great have been their change of feeling of this political party towards the government. A few years ago they would not have rejected the doctrines of the Anarchists. Bismarck's war against the freedom of the press and of speech stimulated the growth of anarchism. German workmen were inclined to be enemies rather than friends of the imperial government. The repeal of the law against Socialists and the interest the emperor takes in the working-men has tended to create a national feeling that will be very convenient of either if Germany's big neighbors—Russia on the one side and France on the other—should want to fight. The Socialists did another thing in which we are interested—they declared in favor of equal rights for women.

### FEATURES OF THE COLUMBIAN EXHIBITION.

Some people in Montana have conceived a novel scheme for the World's fair. It is to erect a miniature mountain and construct within it a vein of ore, shafts, tunnels, drifts, and levels. The exterior of the mountain is to be covered with native trees and grasses of Montana, and to have on one side a waterfall and on the other a miner's cabin.

A Californian wants space for an ostrich exhibit. He says that ostrich farming should be represented in the national exhibit, as there are over 400 ostriches in southern California.

Paraguay has recently accepted the invitation to take part. All the Latin-American republics will therefore be represented.

The most interesting proposition is that for the construction of an immense globe building. The plan of this proposed building is as follows: A giant is rising on one knee and holding on his back the world. From the ground to the top of this globe the distance is 450 feet. At the equatorial line of the globe is a balcony entirely encircling the globe. The distance from the ground to this balcony is 380 feet, making it a practical observatory tower. In the base of the building on which the giant rests, is an assembly hall capable of seating 10,000 to 15,000 persons. The globe is to be floored in the center, and a semi-circular ceiling above this floor is to represent the heavens, and shining through the blue will be the stars and planets in the position they were on the night of October 11, 1493. The outside of the globe is to be of glass, with the exception of the space occupied by the continents, which are to be made of metal. The globe lighted at night from within by electricity would cause the opaque glass ocean to distinctly outline in silhouette the continents of the world.

CHINESE OPPOSITION TO FOREIGNERS.—The situation in China does not seem to be satisfactory to the foreign powers as yet. However, the provincial officials are displaying zeal in hunting down members of secret societies. There is still great uneasiness at the river ports, and the gunboats cannot yet be withdrawn. Indications of trouble now appear in the northern provinces. At Foo Chow the distribution of anti-foreign tracts still goes on. If the government cannot quell the disturbance the ports will be policed with foreign sailors or soldiers. Anti-foreign placards have again been posted at Canton. A society of Hunan has ordered the search and expulsion of all native Christians, the confiscation of their property, and the destruction of the churches.

**RECIPROCITY WITH GERMANY.**—A reciprocity treaty has been concluded with Germany. One of the provisions in it is the reduction of the duties on breadstuffs to one half those charged to other countries. Germany, on the other hand, is to have free entry to this country of beet root sugar—a great advantage for that country.

**SOURCE OF THE ALASKA RIVER.**—A former member of the Stanley exploring expedition who has been in Alaska seven years recently made a trip to the headquarters of the Alaska river. He located the source about eleven miles northwest of Mount St. Elias. He took with him and brought back four horses in perfect condition, although previously nothing but men on foot have been in the country traversed. He explored and took photographic views of the whole country lying between North Yukon and the base of St. Elias alps, finding it more suitable for traffic than was imagined before.

**OFF FOR MONROVIA.**—The bark *Liberia* sailed recently for Monrovia, the capital of the negro republic on the west coast of Africa. She had on board sixty-eight colored people from the Southern states, bound for that far off land, where they hope to secure happiness and prosperity. There were four white men from Syracuse, N. Y., in the party who will establish in Monrovia an industrial school similar to the Armstrong school at Hampton, Va., for the training of the negro colonists.

**THE MEETING OF CONGRESS.**—The fifty-second congress of the United States will assemble in Washington in December. The "lower house" of the last congress contained 177 Republicans and 153 Democrats. In this congress there will be 87 Republicans, 229 Democrats, and 8 who are classed as Farmers' Alliance men. The Democrats will therefore elect the speaker. The principal candidates are Messrs. Crisp, of Georgia; Mills, of Texas, and McMillan, with their chances in about the order named.

**A WONDERFUL ESCAPE.**—An assistant superintendent in an electric works in San Antonio, Texas, had a remarkable experience with electricity recently. He was testing the power of the current with an ampere measure. It was 1,450 volts. In some way he got a shock and was knocked down. The current entered his right hand, ran up the arm to his body, went down the right side and leg, and burned a hole through the sole of his shoe. His fingers, arm, and toes, were burned. Otherwise he is all right now. His case was considered remarkable from the fact that he took 1,450 volts with comparatively slight effects. He says that during the shock he never lost consciousness. It felt as if he had been tossed in a blanket.

**RAPID TRANSIT FOR NEW YORK.**—The long and narrow shape of New York renders means of rapid conveyance from the homes in the northern part of the city to the business portion in the southern part a prime necessity. The elevated railroads do not supply this need. A board of rapid transit commissioners have just recommended the building of a road partly underground and partly in the open air by means of viaducts. By placing the level of the road near the street, the trains could be reached by means of stairways and the possible inconvenience of elevators avoided. It is proposed to have the road pass through Broadway to Union square, where it will divide into east and west branches which will extend northward across the Harlem river.

**BOUNDARY LINE DISPUTE.**—A surveying party sent out by the U. S. government has been at work for two months trying to locate the boundary line between Ohio and Indiana. It is asserted that the true line, as declared when Ohio was organized into a state, commences twelve mile west of the present boundary line at the north and runs directly south to the present line between Ohio and Indiana, thus making a strip two hundred miles long, and of an average width of six miles, 1,200 square miles, to which the state of Ohio lays claim. The strip described includes the cities of Fort Wayne, Richmond, and Union City. It is said that the changing of the line was due to the efforts of post traders at Richmond and Fort Wayne who knew that if these places were in the state of Ohio their occupation would be gone. The question is a very important and complicated one, for should Ohio's claim on Indiana be enforced, Indiana on the same grounds would have cause of action against Illinois.

**APPLICANTS FOR STATEHOOD.**—At the coming session of congress applications for admission as states will be presented from Arizona, New Mexico, Utah, and Oklahoma. It is alleged that Arizona's population is now 70,000; that Utah's is over 200,000; that Oklahoma's will be at least 70,000 when the newly opened reservations are annexed to it, and that New Mexico's is over 150,000. New Mexico and Utah have been organized as territories for more than forty years, Arizona has been organized since 1863, and Oklahoma since May of last year.

## Of Special Interest to Pupils.

### INTERESTING FACTS IN SCIENCE.

The story that animals could not live in Death valley has been exploded. The United States government explorers found two hundred varieties of mammals there.

America is said to produce sixteen species of trees whose wood, when dried, is heavier than water, and will sink. The heaviest of these is the black iron wood, whose specific gravity is 30 per cent. heavier than water.

An electric search light, mounted on a switch signal bridge twenty feet above the track, has just been tested by the electrician of the New Jersey Central railroad. It is 3,300 candle power, and it is said that when turned on a station building one-third of a mile away, even the outline of the bricks could be distinctly seen; when turned on the track, the ties could be seen in front of the same station. Colors were plainly distinguished at a half mile distance. At 1,500 feet it would enable an engineer to tell the positions of switches.

In the West the Weather bureau uses the whistles of locomotives and mills to announce expected changes in temperature and weather. A long blast from fifteen to twenty seconds is used to call attention. Then the weather blasts are sounded—one long one to indicate fair weather; two long ones to indicate rain or snow; three long ones to forewarn local rains. These are followed by temperature blasts of short duration—one to indicate lower temperature, two to indicate higher, and three to warn of an approaching cold wave.

An Ohio boy who went to work early in the morning with his father invented an ingenious contrivance for feeding the chickens at the proper time. He took an alarm clock and fastened it securely to one side of the barn by means of two spikes. Next he hung a bucket of corn to a rafter and connected it with the clock by a stout cord. He wound up the alarm and set it at 4 o'clock. At that hour the alarm went off, wound up the string, and tipped over the bucket. And so the chickens were fed by clockwork.

A probable new element is announced by Grunwald, who concludes that the assumed elements tellurium, antimony, and copper contain traces of a new, hitherto unknown element, of Mendeleeff's eleventh series. [It is on the one hand related to tellurium, and on the other hand very closely to bismuth.]

Thunder storms occur on 97 days in the year in Java. Next to Java comes Sumatra with 83, then Hindostan with 56, Borneo with 54, the Gold coast with 52 and Rio Janeiro with 51. In Europe the list is headed by Italy with 38 days, Austria with 23, Baden, Wurtemberg and Hungary with 22, Silesia, Bavaria, and Belgium with 21, Holland, Saxony, and Brandenburg with 17 or 18, France, Austria, and South Russia with 16, Britain and the Swiss mountains 7, Norway with 4 and Cairo with 3. In eastern Turkestan and in the extreme northern parts of the world there are few or no thunderstorms. In fact, the northern limit runs through Cape Ogle, Iceland, Nova Zembla, and the coast of the Siberian sea.

It is said that the best use to which aluminum can be put is in electric appliances and wires. For the same diameter, aluminum is twice as good a conductor as iron; its weight is almost exactly one-third, but its strength is only one-fourth, so that the wire could only be stretched three-fourths the distance over which iron wire is now stretched to keep the same relation between weight, strength, and sagging.

### WHAT MEN HAVE THOUGHT OUT.

It has been suggested that the opening chorus sung at the World's fair should be supplemented by other choruses in cities and villages in all parts of the country. All the choruses could assemble at the same time, and when the conductor in Chicago waved his baton to start the singers there he could touch the key of a telegraph instrument to start those in distant towns.

Gorham Gray, of Boston, Mass., thinks that telephony and telegraphy, with sounders in place of dials, are possible for greater distances through water than that of the 3,000 miles through the Atlantic ocean, and believes telephony is practicable for 9,000 miles—New York through to San Francisco to Hawaii.

During the summer careful soundings were made at points south of Nantucket—and a series of observations upon the temperature and specific gravity of the water at various depths. The theory on which the scientists worked was that the changes in the temperature of the water during the course of the year explained the migrations and geographical distribution of food fishes as well as the fish upon which they fed.

SIR EDWIN ARNOLD HERE.—The author of "The Light of Asia" and "The Light of the World" is in this country, and will deliver fifty lectures this season in different cities.

## MAKING THE DESERT BLOSSOM.

The French have done a wonderful work in Algeria in reclaiming waste land by means of artesian wells. There is an area of 829,415 square miles in that part of the continent under French control, one-half of which belongs to the Sahara or desert. In 1857 it was shown that there were large supplies of underground water, and the total number of wells that have been bored since that date is 13,135. Large districts thus watered are used in raising grapes. The date palm also flourishes, and wheat, barley, oats, olives, tobacco, etc., are cultivated.



## New Books.

## Christopher Columbus.

A most important volume is that on *Christopher Columbus*, by Justin Winsor, the well known historian, which has just been issued from the Riverside press. The volume is very timely coming just before the four hundredth anniversary of the discovery of America, but there are elements in it that will make it of lasting interest and value. It differs from the narrative of Irving in possessing less of the romance connected with the great discoverer. The object of the book is to relate how Columbus received and imparted the spirit of discovery, and it gives an idea of his sublime faith, his wonderful perseverance, and that exhibition of patience and self-control under adversity that has helped greatly to increase the love and reverence for his memory. The book naturally deals largely also with the famous contemporaries of Columbus, as Prince Henry the Navigator, Ferdinand, Vasco da Gama, and others. The important fact is brought out that while Italy furnished the most famous navigators, as Columbus, Verazano, Cabot, and Vesputius, other nations, including Spain, France, Portugal, and England, reaped the benefits. Abundant evidence appears in its pages of much careful investigation among original sources of information, as the letters and manuscripts of Columbus and other documents. There are fac-similes of many of these, besides reproductions of many maps and charts of the fifteenth century that are now of great historical value. Several of these maps were drawn by the great discoverer himself. The student of geography will not overlook the appendix in which the geographical results of the voyages are summed up. It is generously illustrated with fac-similes of documents and reproductions of maps that show the progress made in cartography and a knowledge of the earth's surface during the first century or two after Columbus. Writing with the aid of the extended knowledge that marks the nineteenth century, and fully appreciating the spirit of the fifteenth, the author has produced a book that will be a valuable addition to any library of American history. (Houghton, Mifflin & Co., Boston and New York. \$4.00.)

In Cassell's Sunshine series has just been published R. H. Sherard's novel, *By Right not Law*. It is a story of France and is full of lively incidents woven skilfully together. The author has employed the events connected with a large fortune. He does not turn aside to describe scenery, but by means of dialogues carries the story steadily forward to the climax. The story is very pleasant reading. (Cassell Publishing Co., New York.)

Dr. John Ellis in the *Essential Points of the Wine Question* considers a subject that is old, yet one that will engage the attention of writers and readers so long as men are slaves to intoxicating drink. This paper-covered volume treats it from the moral, physiological, and economical sides. There is an addendum, by Wm. J. Parsons. (The Swedenborg Publishing Association, Philadelphia.)

In the space George B. Taylor allowed himself in his little book, *Man's Friend, the Dog*, he could not give an exhaustive treatise on that interesting animal; nor is this his object. His aim is simply to speak of the dog as a companion of the human race. Some interesting facts are given about the different breeds of dogs, their dispositions, and the purposes for which they are respectfully fitted. The author also tells how to feed and manage a canine pet. The book is well printed and handsomely bound in brown cloth of two colors appropriately decorated in silver and gold. It will make a very handsome holiday present. (Fredrick A. Stokes Co., New York. 75 cents.)

Deputy Supt. Charles R. Skinner, has compiled the *New York Question Book* (Supplement, No. 1, 1891), containing questions used from April, 1890, to June, 1891, inclusive. The questions in this volume comprise the state examinations for life certificates, uniform examinations for commissioners' certificates, Cornell scholarship examinations, and normal school entrance examinations. In addition the volume contains the law relative to the admission of state students at Cornell, with instructions to candi-

dates, etc. Candidates either for teachers' certificates or academic honors will find the volume a very useful one for study or reference. (Weed, Parsons & Co., printers, Albany, N. Y. 25 cents.)

In a little paper covered volume of forty pages Minnie M. George gives a large number of suggestions for *Busy or Seat Work* for the younger pupils. However much ingenuity the teacher possesses, it must sometimes prove a task to provide something new and appropriate. These exercises in drawing, writing, paper folding, arranging colors, laying sticks, etc., described in this book, furnish a pleasing variety from which the teacher may choose according to her discretion. (A. Flanagan, Chicago. 15 cents.)

A story that carries us back to the London of the fifteenth century is *The Blacksmith of Boniface Lane*, by A-L-O-E. The author has made a thorough study of the social and business customs, of that far away century, and weaves into the narrative descriptions of the quaint costumes and manners of the time. The story is historical in that incidents like the peasants' insurrection are worked into it, and these make a pleasant background for the delineation of family life, and the character of peasant and noble. The story is well constructed and the style lively. One can get from the book a very good idea of life in the "Merry England" of that day. (T. Nelson & Sons, London, Edinburgh, and New \$1.00.)

In the series of pretty little volumes known as the Knickerbocker Nuggets, we have *Eothen* by A. W. Kinglake, the celebrated historian of the Crimean invasion. It is a description of a town in Eastern lands written at the request of a friend and attained a wonderful popularity in a short time, passing through many editions in Europe and America. The style combines both grace and vigor. The success of the work called forth many imitations none of which fully caught the charm of the original. The readers of the Knickerbocker Nuggets will gladly welcome *Eothen* among the choice works in that series. (G. P. Putnam's Sons, New York and London. \$1.00.)

Lovers of the artistic as well as of the sea will find many things to admire in the holiday book, entitled *Drift for the Sea*, by C. McKnight Smith. The pages are eight by fourteen inches hinging on the narrow side, and the paper of the best—thick, smooth, and white. The artist has displayed endless ingenuity in depicting phases of the sea, and in working into margins and borders the parts of a ship. This variety in design and the soft blending of the colors are very pleasing to the eye and agreeable to the taste. The skilful pencil of the artist has also woven into the pages, in quaint and beautiful characters, quotations relating to the sea, from the poets and from the Bible. Every feature of that "boundless mirror," from the tropics to the icy regions, has been shown. The book will help to cultivate both the literary and the artistic taste. (Fredrick A. Stokes Co., New York.)

The student of elocution and oratory may profit greatly by the use of *The College Critic's Tablet*, prepared by Professors Robert I. Fulton and Thos. C. Trueblood, for use in literary societies, lyceums, and classes in English elocution, and oratory. Each page contains a list of the points to be noticed and criticised as to composition, delivery, and effect on the audience, and the fact that these are before the student continually, will naturally increase his critical power. It is the most complete condensed summary of the faults to be avoided in public speaking we have ever seen.

The user of the tablet is recommended to become thoroughly familiar with its contents so that during the speaking he will be able to find in an instant what he wishes to check or underscore. Furthermore, by preserving the sheets the student will be able to note his own progress in the art of criticism. There certainly will be a great demand for this admirable school help. (Ginn & Co., Boston, New York, and Chicago. 60 cents.)

J. M. Guyau's *Education and Heredity*, translated from the second edition by W. J. Greenstreet, M. A., of Cambridge, with an introduction by G. F. Stout, M. A., also of Cambridge, has been published in the Contemporary Science series. The author says that in all the works he has published he had "but a single end in view—the linking together of ethics, æsthetics, and religion, with the idea of life—life in its most intensive, extensive, and therefore most fruitful form." The wide bearing the book has on practical education may be seen from the topics considered, as, suggestion and education as influences modifying the moral instinct, the genesis of the moral instinct, physical education and heredity, the boarding-school, overpressure, the object and method of intellectual education, the school, secondary and higher education, the education of girls and heredity, education and "rotation of crops" in intellectual culture, the aim of evolution and education, etc. All the mental idiosyncrasies which the child has when he is sent from his home to the care of the teacher are treated, and many suggestions as to how they are to be dealt with are offered. The student of the philosophy of education will obtain great benefit from a careful study of this work. (Imported by Charles Scribner's Sons, New York. \$1.25.)

## Literary Notes.

—A new edition of A. P. Southwick's *Short Studies in Literature* has just been issued by Eldredge & Brother, Philadelphia.

—The Danish citizens of Chicago are raising a fund to build a monument to Hans Christian Andersen in Lincoln park.

—*Ruskin's Poems*, in two volumes, edited by Mr. W. G. Collingwood, has been published by Charles E. Merrill & Co. under the new copyright law.

—*Tales of To-day* (Cassell's Sunshine Series) is a volume of short stories translated from the French of Alfred de Musset, Alphonse Karr, Theophile Gautier, Prosper Merimee, Francois Coppee, Paul Bourget, Guy de Maupassant, Jules Claretie, and Emile Zola, by E. P. Robins.

—Among the publications of the American Academy of Political and Social Science, which will shortly appear, is a work by E. P. Oberholtzer, on *Law-making by Popular Vote*, in which he shows how frequently in the political history of the United States a form of the Referendum as known in Switzerland has been used.

—*The Boy Settlers* is the title of a new book by Noah Brooks to be issued by the Scribners, uniform with the author's former work, *The Boy Emigrants*, which it promises to surpass in interest as a story for boys. It deals with life in Kansas in the exciting days before the war.

—That very popular parlor farce, *The Albany Depot*, by W. D. Howells, has just been issued in separate book form by Harper & Brothers. The volume is handsomely illustrated, and is in every way an attractive one. It is the first of a series of modern classics to be published under the collective name of "Harper's Black and White Series."

—Some of the recent books of Houghton, Mifflin & Co. are *Huckleberries Gathered from New England Hills*, by Rose Terry Cooke; *Bishop Wiberforce*, by G. W. Daniel, M.A.; *What is Reality?* an inquiry as to the reasonableness of natural religion, by Francis Howe Johnson; and a New England story, *Betty Alden*, by Jane G. Alden.

—A beautiful and an instructive work is that by Amedee Guillemin on *Electricity and Magnetism*, the English translation of which has been revised and edited by Silvanus P. Thompson for the Macmillans. And the new edition is not behind-hand with illustrations, colored and uncolored, with broad pages and broad types, and with nearly 1,000 pages of text.

—Anson D. F. Randolph & Co. will publish immediately a new edition, in two volumes, of *Historical Memorials of Westminster Abbey*, by Dean Stanley—with thirteen full-page photogravure reproductions of Raiton's etchings; *The New York Obelisk, Cleopatra's Needle*, by C. E. Moldenke; *Jesus, the Messiah*, cabinet edition, by Dr. Edersheim with twenty-four illustrations after Hoffman.

## Magazines.

—*Cassell's Family Magazine* for October has the opening instalment of a serial story, "The Quaker Girl"; "How Shall I Make Him Pay?" a contribution from a family lawyer; "A Gossip about Rings and Wedding Rings," besides stories, verse, etc.

—One of the greatest attractions of the November *Magazine of Art* is the frontispiece, "The White Cow," etched from the original painting by Julien Dupre, by C. de Billy. David Murray, A.R.A., is the subject of a sketch by Walter Armstrong, and is fully illustrated with engravings from Mr. Murray's most characteristic work. Claude Phillips discusses the "Sculpture of the Year." "Illustrated Journalism" is treated with pen and pencil by J. P. Sullivan.

—The November *Chautauquan* has a frontispiece portrait of that great statesman, Thomas Jefferson. In the required reading for the month, are articles on the battle of Long Island, life of the colonists, Jefferson, the history of political

parties, Sunday reading, etc. There is the usual number of short, bright articles in the department devoted to general reading. In the Woman's Council Table a page is devoted to portraits of four noted women. The illustrations scattered through the magazine lend much attractiveness to its pages.

—*Goldthwaite's Magazine* for November is much enlarged, is provided with handsome department heads, and shows other signs of prosperity. Dr. Redway contributes an article on "How a Vessel Gets Into New York Harbor," accompanied by an excellent map covering a page. Another noticeable feature is a detailed hydrographic chart of Itasca lake and surroundings, and an article on Mississippi river discovery in which Glazier receives some pretty sharp criticism. The "Young Folks' Geographical Corner" is unusually entertaining.

—"The Duke and the Commoner" is the title of Mrs. Poultney Bigelow's story in *Lippincott's* for November. This issue has two financial articles—"The Evolution of Money and Finance," by J. Howard Cowperthwait, and "The Restoration of Silver," by John A. Grier. There are two articles of great interest to writers for the press. The title of one, "The Return of the Rejected," sufficiently explains of what it treats. "An Interviewer Interviewed" gives a pleasant chat with George Alfred Townsend about newspaper work.

—The political and social survey, contained in the "Progress of the World" department of the *Review of Reviews* for November, is unusually comprehensive. It deals with pending American political issues, and gives portraits of Messrs. Hill, Platt, McKinley, Campbell, Patterson, Boies, Wheeler, and Russell. Among the other portraits are those of Farnell, Boulanger, Herman Melville, Senator Stanford, President Jordan, and others.

## The Normal Extension Institute.

THE PROFESSIONAL TEACHER was started two years ago in the belief that a large number of teachers were desirous of making professional advancement. It was in reply to the inquiry so many made of the editors of THE JOURNAL and THE INSTITUTE, "What shall I do to advance professionally?" At a good deal of expense they undertook to answer that question by issuing THE TEACHERS' PROFESSION. At the end of the year, while the experiment had not paid expenses, the publishers felt that they were doing good, at all events. They doubled its size and directed it more carefully at the objective point.

This year they have changed its name to THE PROFESSIONAL TEACHER and have recast the materials considerably. They plan as follows:

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This material will be specially adapted to the student of education. If it is studied for a year with care the reader will be a better thinker concerning educational themes, and we firmly believe a more intelligent and successful laborer in the school-room.

A good many subscribers have written saying they wished to be examined so as to know their standing by the standard of one who was competent to judge of them professionally. The editors have organized The Normal Extension Institute to aid such, and have asked Dr. C. J. Majory, a graduate of, and one of the lecturers in the University School of Pedagogy, to be its secretary.

*Aim.* The aim of this institute is to encourage those who are about to enter, or who have entered, upon teaching to read and to study for further advancement; to assist those who have had limited opportunities to look at teaching from the standpoint of the normal school graduate; to infuse an ambition to teach in a professional and scientific manner.

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**Remember,** the Institute does not claim to be a high school, a normal school or a college, nor to confer all the advantages which attendance on these institutions give. It points out to teachers who wish to advance, the steps to take, and encourages them to study according to a definite and rightly conceived plan.

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Now subscribers to THE PROFESSIONAL TEACHER may join the N. E. I. or not just as they choose. If they do, the dollar they pay will go to the secretary for his work. Many a teacher will get \$10 worth of good by joining.

The secretary of the Normal Extension Institute, Dr. C. J.

Majory, will prepare questions on these professional articles and supply them to subscribers who do not become members of the Normal Extension Institute. They can use them to question themselves over the materials in THE PROFESSIONAL TEACHER; or subscribers can become members of the N. E. I. The effect will be to make this paper useful in the highest degree to advance teachers to higher grades of excellence. In this work they ask the co-operation of the subscribers.

OUR TIMES for November appears in an enlarged form, having about one-fourth more matter than before. This allows space for the treatment of a greater variety of topics. There is a sketch of Emperor Francis Joseph, a column devoted to some recent Chilean history, a "talk" about Canada, a condensed summary of the events of the preceding month with suggestive questions, besides a record of political events and of what is being done in the fields of science, industry, discovery, etc. OUR TIMES is the cheapest paper published that is prepared with special reference to the needs of the school-room. Price, 30 cents a year; club rates, 25 cents.

The November number of THE PROFESSIONAL TEACHER will be particularly helpful to teachers. It contains state certificate questions; two sets of state uniform examination questions; an article on "The Teachers' Profession," by Prof. C. J. Majory; a paper on the "Kindergarten," by Miss Cuddeback, principal of the Alma, Mich., training school; questions and answers on psychology, history of education, methods, etc.; Pestalozzi, an historical sketch; outlines of psychology, and other articles equally interesting and valuable. Price, 50 cents a year. Send for sample copy.

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All teachers and school officers will be interested to know that the Boston School Supply Co., 15 B. Bromfield street, Boston, have just ready a grand new book for the history class, an Epitome of the World's History, by Edgar Sanderson, M. A. Revised by John Hardiman, A. M. With maps and many illustrations. The writer has performed his work throughout in the spirit of the modern historian. One of the excellent points of the work is the relief given to great events. The descriptions of the people, the manners, the customs, and the institutions, will make it a popular book in the home as well as the school. It is an important addition to our text-books on history. Other books for teachers by the same publishers are Crocker's Method of Teaching Geography, Taylor's Notes of Lessons for Young Teachers, and Fables, Anecdotes, and Stories for Teaching Composition.

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